

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p><u>Questions to Focus Learning</u></p> <p>How does using textual evidence make the claim or argument stronger?</p> <p>Literary text analysis needs to be supported by explicit information in the text, as well as inferences the reader draws from the text.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know citing textual evidence means to quote or paraphrase from a text to justify an argument or claim. I know when I analyze a text I must provide textual evidence. I know when I infer I use my background knowledge and knowledge gained from multiple sources together with clues from the text. I know that explicit information and ideas are directly stated in the text. I know that implicit information and ideas are not directly stated in the text.</p> <p><i>Reasoning Targets</i></p> <p>I can draw conclusions about what a text is saying, explicitly and implicitly. I can make inferences from a text to make and support my analysis. I can determine which piece(s) of explicit and implicit textual evidence will support my analysis of the text.</p>

Vocabulary

analysis
argument
citation/cite
claim
explicit
implicit
inference/infer
textual evidence

Teacher Tips

[Genre Lesson: Science Fiction](#) - Lesson that identifies scientific, futuristic, and/or out of the ordinary elements of science fiction.

[A Christmas Carol Chronology](#) - Christmas Carol Chronology, based on Charles Dickens' A Christmas Carol, provides students with an opportunity to develop comprehension by listing plot developments and arranging them sequentially. This lesson begins with cooperative learning groups and ends with an individual manipulative activity of cutting and pasting strips of events in chronological order.

[Analyzing Advice as an Introduction to Shakespeare](#) - In this lesson from ReadWriteThink, students read and analyze the advice given in Mary Schmich's 1997 Chicago Tribune column "Advice, Like Youth, Probably Just Wasted on the Young."

[Entering History: Nikki Giovanni and Martin Luther King, Jr.](#) - Students study the social impact of Martin Luther King Jr.'s "I Have a Dream" speech by reading Nikki Giovanni's poem "The Funeral of Martin Luther King, Jr."

[Exploring Author's Voice using Jane Addams Award-Winning Books](#) - In this lesson, students explore author's voice and style using Jane Addams Award-winning books.

[In the Poet's Shoes: Performing Poetry and Building Meaning](#) - In this lesson, students are challenged to analyze and develop their own interpretation of a poem's meaning and representation through performance.

[Making Personal and Cultural Connections Using "A Girl Named Disaster"](#) - This ReadWriteThink lesson is intended to help students experience both "efferent" (reading for information) and "aesthetic" (reading as a personal, emotional experience) responses to a story.

[Myth and Truth: "The First Thanksgiving"](#) - Students learn to think critically about commonly believed American myths in this lesson that explores the first "Thanksgiving".

[On a Musical Note: Exploring Reading Strategies by Creating a Soundtrack](#) - Students create a soundtrack for a novel they have read in this lesson that emphasizes traditional reading strategies such as predicting, visualizing, and questioning.

[Press Conference for "Bud, Not Buddy"](#) - This ReadWriteThink lesson can be used after the reading of *Bud, Not Buddy*, by Christopher Paul Curtis. The lesson encourages students to use higher-level thinking skills, and asks them to examine different character perspectives.

[Promoting Diversity in the Classroom and School Library Through Social Action](#) - In this ReadWriteThink lesson, students explore stereotypes in children's picture books, such as Disney's Princess Collection, in order to identify the limited view established in these fictional worlds.

[Robert Frost Prompts the Poet in You](#) - introducing students to Robert Frost's autobiographical information, the teacher challenges students to predict the topic and themes that Frost's poetry might cover.

[Story Character Homepage](#) - This lesson from ReadWriteThink presents a project for literature circles or class novels to develop understanding of a character.

[Using QARs to Develop Comprehension and Reflective Reading Habits](#) - This ReadWriteThink lesson provides a foundation for building reflective reading habits, which enable students to develop higher-level comprehension strategies.

[You Know the Movie is Coming—Now What?](#) - In this lesson, students study cinematic terms and determine how the film version of the book would be created. This lesson uses *Charlie and the Chocolate Factory* by Roald Dahl as an example.

Vertical Progression

RL.K.1 - With prompting and support, ask and answer questions about key details in a text.

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RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.6.1](#)